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ABSTRACT

A study reviewed the data on three innovative San Diego, California Unified School District programs: the Reading Recovery program, Turning Point project, and the Hispanic Reading project. The Reading Recovery Program is an intensive, individualized program focused on improving first-grade student reading skills, serving approximately 80 students at 4 schools. The Turning Point program is a teacher training program focused on teacher expectations and learning styles for approximately 133 teachers, grades K-6, in 27 schools. The Hispanic Reading program, also primarily a teacher-training program, focuses on improving language arts programs consistent with California's "Language Arts Framework" for students in grades two through six. It employs innovative approaches, such as student writing portfolios and Socratic seminars, and serves approximately 63 teachers in 11 schools. Results indicated that: (1) Reading Recovery was the most expensive program, while Hispanic Reading and Turning Point were about equal in cost per pupil; and (2) program benefits were more difficult to quantify, but teachers in all three programs were enthusiastic and reported positive effects for their students. The analysis did not produce a ranking of the programs or a comparative cost/benefit analysis. Findings suggest that these programs are innovative efforts in the areas of direct support services, improved teaching practice that emphasizes increased expectations and concern for student welfare, and curriculum reform. (Four tables of data are included.) (RS)

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San Diego Unified School District
Planning, Research, and Evaluation Division
Assessment and Evaluation Department
Evaluation Services Unit

REVIEW OF DATA

concerning the

READING RECOVERY, TURNING POINT, and HISPANIC READING PROGRAMS

April 22, 1992

ED344189

SUMMARY

ISSUE

The purpose of this report is to present descriptive data on three innovative district programs: the Reading Recovery program, the Turning Point project, and the Hispanic Reading project.

BACKGROUND

The district first implemented an Hispanic Reading pilot program in 1986; the district's Turning Point project was established in 1988. This past year, the district has begun a new project, the Reading Recovery program. Each of these programs is unique in its own right. Yet, among the objectives of each, there is a common goal of improving the language arts performance of elementary school children. This report presents data for each program's approach and progress toward that goal.

SUMMARY OF FINDINGS

The Reading Recovery program is an intensive, individualized program focused on improving first-grade student reading skills, serving approximately 80 students at four schools. The Turning Point program is a teacher training program focused on teacher expectations and learning styles for approximately 133 teachers, grades K-6, in twenty-seven schools. The Hispanic Reading program, also primarily a teacher-training program, focuses on improving language arts programs consistent with California's *Language Arts Framework* for students in grades two through six. It employs innovative approaches, such as student writing portfolios and Socratic seminars, and serves approximately 63 teachers in 11 schools. The three programs generally serve elementary students at different schools and grade levels and reflect very different aims and approaches.

The following table summarizes significant aspects of each program with regard to general characteristics, implementation, and outcome indicators.

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SUMMARY OF KEY PROGRAM ASPECTS:
Reading Recovery, Turning Point, and Hispanic Reading

Program Attributes	Reading Recovery	Turning Point	Hispanic Reading
Grade Level	1	K-6	2-6
Program Approach	Support service: Supplemental, individualized	Teaching practice: systemic, pedagogical	Curriculum: systemic, pedagogical
Staff Development Approach	Instruct teachers	Coach teachers	Collaborate with teachers
Focus	Reading	Academic development emphasizing language arts	Language arts
Philosophy	Assist students	Find empowering situations for students	Academic work with students
Research base	Learning needs for cognitive growth	Learning styles and teacher expectation	Learning processes
Method	Teacher works one-on-one with student for 30 minutes/ day	Resource teachers train school teams and follow up	Students read novels
Goals	Bring bottom 20% students up to average reading skill in 16-20 weeks	Improve student academics and attitude toward school and professionalism of teachers	Implement California's *Language Arts Framework* and improve pupils' attitude
Implementation	**Reading Recovery**	**Turning Point**	**Hispanic Reading**
Number of schools	4	27	11
Number of teachers	8	133	63
Approximate number of students	80	4000	1700
Approximate costs per year	$256,000	$318,000	$139,000
Cost per pupil	$3,250	$80	$82
Outcome Indicators	**Reading Recovery**	**Turning Point**	**Hispanic Reading**
Teacher observation of student performance	Positive	Positive	Positive
Standardized reading test scores	Not available	Inconclusive	Inconclusive
Portfolios and journals	Not applicable	Positive but inconclusive	Positive but inconclusive
Case study	Positive but inconclusive	Positive but inconclusive	Positive but inconclusive

CONCLUSIONS

1. When cost per student is examined, Reading Recovery is found to be the most expensive program; Hispanic Reading and Turning Point are about equal in cost per pupil.

2. Program benefits are more difficult to quantify and compare without further study and refinement of measures and goals. In general, teachers in all three programs are enthusiastic about the programs and report positive effects for their students. Teachers generally support aspects of the programs which:

    a. provide teachers with time, resources, and assistance with professional growth,
    b. allow teachers autonomy to implement program philosophy in the classroom,
    c. empower teachers to refine and revise the program to accommodate their specific classroom and student needs,
    d. encourage teacher collaboration, and
    e. result in improved student performance, as measured by teachers' assessment.

3. This analysis of the three programs did not produce a ranking of the programs or a comparative cost/benefit analysis because:

    a. comparable outcome data and a common assessment instrument were unavailable,
    b. the data available are inconclusive, and
    c. comparisons between programs that are based on a teacher-trainer approach versus direct support to students are inappropriate over such a short time span.

4. This analysis does suggest that CRISD and other supplemental funding have supported innovative efforts in the areas of direct support services, improved teaching practice that emphasizes increased expectations and concern for student welfare, and curriculum reform.

RECOMMENDATIONS

For each of these three programs, evaluation plans have not been developed and adopted which would lead to a rigorous cost/benefit analysis. If such a comparative analysis is desired, Evaluation Services should continue to work with program managers to refine definitive and comparable program effectiveness measures. A conclusive comparative analysis would require:

a. a common measure of success which incorporates multiple criteria,
b. a common measure of costs which includes the concept of expenditure and effect over time, and
c. a controlled longitudinal evaluation which would compare "treatment" and "control" groups.

Even if such a comparative analysis is not required, it is recommended that program managers and Evaluation Services staff continue to collaborate on planning and implementing evaluation designs for these programs which can be used to support decision making about program delivery and program funding.

R2 (Executive Summary)
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San Diego Unified School District
Planning, Research, and Evaluation Division
Assessment and Evaluation Department
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REVIEW OF DATA
concerning the
READING RECOVERY, TURNING POINT, and HISPANIC READING PROGRAMS

April 22, 1992

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The purpose of this report is to present descriptive data on three innovative district programs: the Reading Recovery program, the Turning Point project, and the Hispanic Reading project.

BACKGROUND

The district first implemented an Hispanic Reading pilot in 1986; the district's Turning Point project was first implemented in 1988. This past year, the district has begun a new project, the Reading Recovery program. Each of these programs is unique in its own right. Yet, among the goals of each, there is a common goal of improving the language arts performance of elementary school children. This report presents data for each program's approach and progress toward that goal.

FINDINGS

Summaries of data are presented for each of the three programs in the following categories: (I) Program Descriptions; (II) Implementation: Schools, Students, Costs; and (III) Outcome Indicators. References for all data are cited and listed following the conclusions to this report.

I. Program Descriptions

Reading Recovery

The Reading Recovery program attempts to reduce reading difficulties of students identified as low achievers during their first year of school. The program offers supplementary help in making the transition to being successful readers.

Reading Recovery teachers construct programs designed to suit individual children. Student success depends on the instructional decision-making of the teachers. Therefore, teacher training is the key to program success. Teachers observe and interpret children's responses and design lessons to maximize the use of what a child is already able to do. Teachers become skilled at observing and assessing the reading and writing behaviors of children and developing a sensitivity to particular learning needs.

First-year teachers worked in pairs, sharing one regular teaching assignment at first grade. They spend half their day in regular instruction and the other half of their day as apprentices in training in reading recovery. The second group of teachers, to be trained in 1992-93, will be recruited from current resource teachers. Their training, which will take place over a year's time, introduces many new ways of looking at literacy learning. Teachers are taught by a teacher-leader who has received extensive full-time recognized training, and who continues as a Reading Recovery teacher with students as part of the teacher-leader role.

Turning Point

The conceptual framework for the Turning Point Program combines the elements of Teacher Expectations and Student Achievement (TESA), Gender/Ethnic Expectations and Student Achievement (GEESA), and teaching/learning styles (Bachofer, et. al., 1991). Its primary purpose is to explore equitable educational practices in conjunction with strategies for reaching students through their individual teaching/learning styles. The rationale for integrating TESA/GEESA with teaching/learning styles is to provide:

- an awareness and knowledge of the link between the strategies,
- a holistic approach to teaching and learning,
- bridges that link TESA/GEESA with the student's learning style,
- more flexibility for meeting the needs of students and teachers,
- strength of the total school program by providing practical applications,
- increased achievement levels of students,
- a strengthened and enhanced classroom instructional program, and
- a safe and supportive environment for trying, evaluating, modifying, and trying again.

Turning Point is a multi-dimensional training model designed for K-6 teachers. It provides training for teachers, school administrators, and parents. The Turning Point training model allows teachers to make a paradigm shift:

- from thinking that all students learn in the same way, to the knowledge that there are several effective ways of learning;

- from thinking that all teachers should teach the same way, to knowing that there is more than one effective way to teach; and

- from classroom environments looking all the same, to classrooms meeting the individual needs of all students.

Resource teachers provide project services by:

- designing, implementing, and evaluating the integrated program (TESA/GEESA) with teaching/learning styles;

- conducting staff development training, total project teacher training, single site training, site staff training, parent training, and instructional aide training;

- assisting with peer coaching;

- providing classroom demonstrations; and

- meeting the needs of the district Race/Human Relations Program.

Integral aspects of the program include team-building, cooperative learning, learning styles, behavior styles, peer coaching, curriculum and its philosophical bases, teacher expectations, establishing school philosophies, personal assessment, valuing diversity, and teaching/learning styles. The resource teachers coordinate the Turning Point Program with other programs at the school sites, such as the English Language Arts and Fine Arts programs.

The resource teachers consistently help the teachers in the project focus on the philosophy that all students can learn. They provide individual assistance to teachers and support them with a lending library which provides books, audio cassettes, tape recorders, furniture, and videotapes.

With district funds, a summer school program was developed for the summer of 1990. This program promoted intensive English Language Arts instruction while integrating TESA/GEESA with teaching/learning styles. The program included parent participation, an open house, curriculum development using a thematic approach across all grade levels, teacher training sessions, and observations.

Hispanic Reading Project

Over the past five years, the Hispanic Reading Project has been piloted at district schools in an effort to implement California's *Language Arts Framework*. Schools selected to participate in the project were selected on the basis of the number and percentage of Hispanic students at the schools that were not performing at grade level in English language arts.

The Hispanic Reading program is built around literature in the form of novels, rather than a basal series (Fischer-Garza, 1991). The program consists of several elements that teachers are encouraged to use frequently in language arts instruction. Over three-fourths of the teachers in the project read literature with their students more than three times each week. In addition, 64 percent use writing activities more than three times per week, and 71 percent use oral communication activities as frequently. The amount of time spent on skill instruction is about the same as in traditional reading programs, but much more time is spent in sustained silent reading and oral reading by the teacher. Over half of the teachers in the project regularly use heterogeneous groups for reading activities. Homogeneous groups are used occasionally, however, for teaching reading skills.

Teachers in the project are also encouraged to use a variety of alternative assessment strategies for measuring student progress. Ninety-three percent of project teacher use portfolios to collect and monitor student work, and 87 percent use holistic scoring methods to assess the quality of student writing. In addition, 81 percent of project teachers use student/teacher conferences, and 77 percent use peer review in the evaluation of student work.

Project teachers are invited to attend two staff development workshops during the school year, one in the fall and one in the spring. Readers' Forums are held at project schools throughout the year. At some sites teachers meet monthly, while other groups meet less frequently. Topics at these meetings are designed to meet the needs of the project teachers and students at that site. Project teachers have also been invited to attend the San Diego Area Writing Project Conference, the English Dominant Latino Conference, and two "whole language" conferences. After school workshops on the writing process are also regularly offered to project teachers.

Portfolio assessment is encouraged and supported in the Hispanic Reading Pilot. The Hispanic Pilot Resource Teacher meets with pilot teachers to share the philosophy and purpose of portfolio assessment at district inservices and at the individual sites during Readers' Forum meetings. Some of the specific suggestions given to teachers are to save writing samples that show progress over time, and to show a variety of writing types as well as samples from all stages of the writing process. Teachers are also encouraged to keep informal observations records for individual students.

II. Implementation: Schools, Students, and Costs

Table 1 provides the number of teachers participating in the three programs this school year. Additional demographic data for the three programs are presented in Table 2.

Table 1
Number of Program Teachers by School

School	Reading Recovery	Turning Point	Hispanic Reading
Adams	2	1	-
Balboa	-	-	6
Baker	-	1	6
Benchley/Weinber	-	17	-
Bethune	-	6	-
Brooklyn	-	-	8
Burbank	-	-	2
Cadman	-	1	-
Carson	-	1	-
Cubberly	-	1	-
Emerson	-	-	8
Encanto	-	-	5
Freese	2	8	-
Fulton	-	5	-
Gage	-	2	-
Green	-	17	-
Hancock	-	1	-
Jerebek	-	1	-
Johnson	-	8	-
Keiller	-	1	-
Kennedy	-	8	-
King	-	-	3
Knox	-	6	-
Logan	-	-	6
Longfellow	-	8	-
MacDowell	-	-	3
Montgomery	-	1	-
O'Farrell	-	2	-
Perkins	-	8	6
Perry	-	1	-
SCPA	-	1	-
Sequoia	-	1	-
Sherman	2	-	7
Torrey Pines	-	1	-
Washington	-	-	3
Webster	2	7	-
Zamorano	-	11	-

While one teacher at Perkins and two at Freeze participate in two of the three programs, no other teachers participate in more than one of the three programs.

Table 2
Demographic Data by Program

Characteristic	Reading Recovery	Turning Point	Hispanic Reading
Total number of schools	4	27	11
Total number of teachers	8	133	63
Approximate total number of students	80	3,990	1,710
Approximate ethnic percentage of students			
African American	29%	31%	13%
Hispanic	45%	25%	69%
White	18%	26%	13%
Other	8%	18%	5%
Approximate total annual budget	$256,000	$318,000	$139,000
Approximate expenditure per student	$3200	$80	$82

Approximate budgets for the programs for 1991-92 are provided in the table below.

Table 3
Program Budgets, 1991-92

Program	Reading Recovery	Turning Point	Hispanic Reading
Staff Expenses	$211,000	$218,000 RX	$40,000
Materials, Supplies Development, and other expenses	$45,000	$100,000 AS	$99,000
Approximate Total Budget	$256,000*	$318,000	$139,000

*The preliminary 1992-93 budget proposes no teaching positions, uses eight site resource teachers, and provides $64,000 (8 teachers x $8,000) in support for training and supplies.

III. Outcome Indicators

This report examines four indicators of student performance: (1) teacher observation, (2) standardized reading tests, (3) portfolios and journals, and (4) case studies.

Teacher Observation of Student Performance

According to district curriculum supervisors, teachers in the Reading Recovery program report that after working with low achieving first-grade students for a few weeks, the low achievers' performance is closer to that of the better-reading students. Similarly, a survey of Turning Point teachers reported over 90% of Turning Point teachers observed improved language arts skill for students in their classrooms (Balser, 1991). Student performance improvement was also reported in areas not usually measured in other ways, such as in group writing and using dictionaries. For several years, 90% and more of teachers in the Hispanic Reading program have reported improved performance in their students resulting from the program (Fischer-Garza, 1990 and 1991). Thus, in all three programs, teachers observe improvement in their students' performances. Responding to open-ended questions, teachers generally attributed success to aspects of the programs which provide teachers with time, resources, and assistance for professional growth, and which allow teachers autonomy to implement program philosophy in the classroom. Other aspects of the programs favored by teachers were teacher collaboration and empowerment to refine and revise the program to their specific classrooms and students.

Standardized Reading Test Scores

Reading scores from one year to the next can be used to estimate improvement in student performance. Standardized tests of students in grade 1 have been administered for Chapter I schools. Test scores are available for the Spring 1991 Abbreviated Stanford Achievement Test (ASAT) and prior year scores on the California Test of Basic Skills (CTBS) for identified students. Studies of Turning Point (Bachofer et. al., 1991) and Hispanic Reading (Fischer-Garza, 1990 and 1991) have been usable to reach a conclusion with regard to the impact of the programs on improving students' reading success. Test score data will be available this summer to look at the impact of the Reading Recovery Program.

Portfolios and Journals

After an initial inservice on portfolio assessment, teachers in the Hispanic Reading project met at individual sites to develop portfolio models (Fischer-Garza, 1991). Teachers were encouraged to develop portfolios that were compatible with their teaching styles and California's *Language Arts Framework*. One folder was used to collect a large body of student work, from which the contents of the portfolio were to be chosen. Teachers were strongly encouraged to include students in selecting work for the portfolios.

Classroom visits in 1991, to observe the different uses of portfolio assessment by Hispanic Reading pilot teachers, revealed a wide range of uses. Almost all teachers collected writing folders. For some teachers, collecting students' writing was the extent of their involvement. Other teachers selected students' writing to be included in the portfolio, while a third group of teachers included students in the selection process.

Various management techniques were observed. Most teachers asked students to date materials included in the portfolios, while others chose to include pieces in non-chronological order. Some teachers asked students to make an index of the items in their portfolios. Enter and exit dates were included on the outside of some portfolios, which showed how long a student had been enrolled in a particular class.

Many teachers experimented with students selecting pieces for their portfolios. Students were then asked to write reflections on their chosen pieces. Teachers reported some interesting findings: students often chose pieces that contained a viewpoint they felt strongly about, showing the importance of writing projects that were relevant to the personal lives of students. Teachers reported seeing evidence that the reflective process enabled students to learn from their own writing. Some teachers expressed concerns and asked for assistance in continuing to develop portfolio assessment.

To determine effectiveness of the Turning Point programs, teachers provided written assessments of the training sessions and kept journal records of strategies used in the classroom (Bachofer et. al., 1991). Participant records indicated that activities were useful, insightful, informative, and that project teachers are implementing new strategies within the classroom. The program as outlined in the magnet proposal has been implemented, and additional objectives have been met.

These studies did not establish standards or point to pre-established standards for comparing programs with portfolio or journal assessment. Therefore, the studies yielded descriptive accounts, but did not yield conclusive comparative data.

Case Study

The Reading Recovery program in San Diego is being implemented for the first time this year and is based on successful implementations nationwide and in other countries. In "Success for Low Achievers Through Reading Recovery," Pinnell (1990) relates a successful case study in American schools. Similarly, in "The Reading Recovery Program, 1984-88," Clay (1990) relates the successes of implementation of the program in New Zealand.

In "Teacher Receptivity to a Multidimensional Training Model: Learning/Teaching Styles and Expectations," Bass (1991) studied the implementation of Turning Point at several San Diego schools and reached the following conclusion:

> It is clear that the Turning Point Multidimensional Training Model is an essential element that affects academic achievement. It is evident that all schools function and move at different paces and levels. Every school has dynamics that are unique and develop at varying times. Factors such as: school size, class size, ethnic/cultural diversity of students and teachers, socioeconomic status of school population, special programs, and many others create a culture that is unique. The Turning Point Multidimensional Training Model provides a common link for all of its schools, a common philosophy. By providing teachers with current research, instructional strategies, practical application to the classroom, and ongoing support from peers, principals, and resource teachers, all students can achieve and teachers can continue to teach while being successful.

In "Report of Findings for the Project to Improve the Reading Ability of Hispanic Students in English: Year Five," Fischer-Garza (1991) reported on the implementation of the Hispanic Reading program at eleven district schools. In each case, an observation team visited the schools and observed the use of portfolios and writing projects. The observation team noted many different types of writing in the portfolios, including: journals, literature logs, book reports, reviews and summaries, recipes, art projects, letters to authors, storybooks, quickwrites, dialogues, vocabulary lists, character sketches, and reading lists. Writing samples often spanned across areas of the curriculum.

These case studies reported successes in each of the three programs. However, as with other indicators of student performance, such as portfolios and journals, the lack of district or extra-district standards left such analyses inconclusive for judging the relative effectiveness of the programs.

SUMMARY

Table 4 summarizes various aspects of all these programs, including general program descriptors and characteristics, data on implementation and costs, and indicators of student performance.

Table 4

SUMMARY OF KEY PROGRAM ASPECTS:

Reading Recovery, Turning Point, and Hispanic Reading

Program Attributes	Reading Recovery	Turning Point	Hispanic Reading
Grade Level	1	K-6	2-6
Program Approach	Support service: Supplemental, individualized	Teaching practice: systemic, pedagogical	Curriculum: systemic, pedagogical
Staff Development Approach	Instruct teachers	Coach teachers	Collaborate with teachers
Focus	Reading	Academic development emphasizing language arts	Language arts
Philosophy	Assist students	Find empowering situations for students	Academic work with students
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Teacher observation of student performance	Positive	Positive	Positive
Standardized reading test scores	Not available	Inconclusive	Inconclusive
Portfolios and journals	Not applicable	Positive but inconclusive	Positive but inconclusive
Case study	Positive but inconclusive	Positive but inconclusive	Positive but inconclusive

CONCLUSIONS

1. When cost per student is examined, Reading Recovery is found to be the most expensive program; Hispanic Reading and Turning Point are about equal in cost per pupil.

2. Program benefits are more difficult to quantify and compare without further study and refinement of measures and goals. In general, teachers in all three programs are enthusiastic about the programs and report positive effects for their students. Teachers generally support aspects of the programs which:

    a. provide teachers with time, resources, and assistance with professional growth,
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4. This analysis does suggest that CRISD and other supplemental funding have supported innovative efforts in the areas of direct support services, improved teaching practice that emphasizes increased expectations and concern for student welfare, and curriculum reform.

RECOMMENDATIONS

For each of these three programs, evaluation plans have not been developed and adopted which would lead to a rigorous cost/benefit analysis. If such a comparative analysis is desired, Evaluation Services should continue to work with program managers to refine definitive and comparable program effectiveness measures. A conclusive comparative analysis would require:

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